

## Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

*Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).*

1. Your name: Brittany Courtot Block #: 2
2. For what project did you make your digital story? MEL Digital Presentation
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? The Meaningful Engaged Learning Model's various strategies to get students interested, creative and engaged in their own learning.
4. What type of story are you telling? A fable
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?  
<http://www.cesa8.k12.wi.us/teares/math/it/webquests/Fables/Lisa%27s%20The%20Elements%20of%20a%20Fable%20Chart.htm>
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?  
A movie of our classroom and how those different strategies of MEL are included into the everyday classroom environment.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) A digital story can convey the knowledge in a creative fashion, which encourages engagement (which is sort of the crux of MEL-so there's double meaning in that). A movie as discussed in #6 would be interesting in it's own way and be able to show the reality of the MEL model, but not particularly engaging. The disadvantage of a digital is that sometimes the meaning of the story or the point can be lost in the story itself – too much creativity without substance can create a confusing product.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<p><i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. <b>(Copy and paste the element and its description/explanation from the source Web site.)</b></p>	<p><i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. <i>(If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i></p>	<p><i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. <i>(e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i></p>
<p>Animal Characters with Human Qualities</p>	<ul style="list-style-type: none"> <li>• Jerry the Giraffe -- The New Teacher in Kufundisha</li> <li>• Rupert the Rhino – Grizzled Old Teacher</li> <li>• Polly the Parrot</li> <li>• Marty the Monkey</li> <li>• Lionel The Lion</li> <li>• Grant the Gorilla – The Principal.</li> </ul>	<p>The animals take on the human qualities of the type of students and teachers that an average classroom would have or could have. The animals chosen for the students were chosen for the reason that the animals were symbols of the types of students that MEL can help and the piece of the MEL model itself.</p>
<p>Setting and Situation</p>	<p>The setting for this story is Animal Academy in the savannah of Kufundisha with all the animals. A new teacher, Jerry, is shadowing an older teacher, Rupert.</p>	<p>This situation set-ups the idea of an educational institution – which the MEL model is all about. However, by having an older teacher with set “common” old ways of thinking about teaching and a younger teacher with the “newest” of the MEL. This way the audience can see both ends of the spectrum of the teaching world – especially since what Rupert does is what some teacher’s do in their own classrooms.</p>

Problem	Jerry sees that Rupert's teaching style isn't helping the students engage in the content.	This introduces the different classroom management problems that can arise from different students not getting something from the MEL Model in their education – albeit to the extreme end.
Resolution	Jerry talks to the principal and is given control of the classroom for the day- teaching Rupert some new skills.	When Jerry enters into the picture, he uses MEL model to teach the student more effectively than Rupert had done. This makes a compare and contrast between Rupert's and Jerry's teaching models, which enables the use of examples of MEL and non-examples of MEL so that the listener might understand the concepts better.
Moral/Lesson	Jerry says that Rupert must be more open to new ideas and engaging through the MEL model.	The moral of this story is to always be open to new ideas and challenge your teaching models with the new information that is coming to light.